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ABSTRACT

A sequentially planned program using quality circle techniques was adapted for the educational environment and Implemented in an elementary school in central Florida. The program consisted of 10 sessions designed to acquaint team leaders and administrators with the quality circle techniques and, under the direction of a trained facilitator, to develop and practice problem solving, decision making, and communications skills. The sessions included activities using brainstorming, consensus, cause and effect diagrams, group functions, data collection techniques, and management presentations. The pre/post attitudinal survey showed a positive gain for all participants. Cognitive quizzes during the sessions produced an average retention of 96.6 percent. These results were further strengthened by the group's demonstrated ability to use the techniques in solving actual problems. The group requested that the administration continue this problem solving approach thereby validating the survey results. Results suggest that the quality circles approach, which has been successful in business and industrial settings, can be modified for the educational environment and used effectively for problem solving. Participant quizzes are appended. (Author/LL)

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THE USE OF QUALITY CIRCLE TECHNIQUES TO IMPROVE PROBLEM SOLVING IN ELEMENTARY SCHOOL

by

Linda S. De Candido

A Practicum Report
submitted to the Faculty of the Center for the Advancement of Education of Nova University in partial fulfilment of the requirements for the degree of Master of Science.

The abstract of this report may be placed in the School Practices Information Files for reference.

May/1986

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NOT INCLUDED

Authorship Statement

I hereby testify that this paper and the work reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

Abstract

The Use Of Quality Circle Techniques To Improve Problem Solving In Elementary School
De Candido, Linda S., 1986 Practicum Report; Nova
Descriptors: Quality Circles/Communication Skills/ Decision Making/Problem Solving/Participative Decision Making/Leadership Styles

A sequentially planned program using Quality Circle Techniques, adapted to the educational environment was implemented in an elementary school in Central Florida. The program consisted of ten sessions designed to acquaint the team leaders and administrators with the Quality Circle Techniques and, under the direction of a trained facilitator, developed and practiced the skills.

The sessions included activities on brainstorming, concensus, cause and effect diagrams, group functions, data collection techniques and management presentations.

The pre/post attitudinal survey showed a positive gain for all participants. Cognitive quizes during the sessions produced an average retention of 96.6%. These results were further strengthened by the group's demonstrated ability to use the techniques in solving actual problems. Finally, the group requested the administration to continue this problem solving approach and was readily granted the permission, substantiating the attitude survey results.

This practicum shows that the Quality Circles approach that has been successful in business and industrial settings can be modified for the educational environment and used effectively for problem solving.

Chapter 1

INTRODUCTION

The word "communication" has its root in the Latin "communis." Communis means to share or to make common. This root word seems to direct attention to two-way communication as true communication.

Communication can be written, spoken, or even body language. Skillful use of communication principles is considered as absolutely necessary for administrative success. However, it is often a neglected "art" primarily because individuals feel they have been "communicating" all their lives.

In most work experiences we are associated with other people and frequently depend on them for our success. Good communication is essential for this success. If popular prints, such as the one below, are an indication of "truth" it reinforces the need to consider the importance of communication skills, especially in problem solving situations.

Communication Problem

"I know you believe you understand what you think I said, but I am not sure you realize that what you heard is not what I meant." (author unknown)

Background

This practicum study will be implemented in a Central Florida suburban elementary school. The current enrollment of 755 reflects continued growth over the past several years.

The physical plant is an old structure and designed as a self-contained facility. It is unique in that it was relocated from a previous site and restructured at its present location.

The school population is predominately white, upper-middle class, suburban composition. The standardized test scores reflect this population. The Student State Assessment Test (SSAT) for third and fifth graders is the highest in the county with the majority of the skills being achieved by one-hundred percent (100%) of the students at ninety-seven percent (97%) or better. The Comprehensive Test of Basic Skills (CTBS), given annually to all grades in the spring, averages in the seventh and eighth stanines. The faculty and students at this school work diligently to keep the test scores at this level.

The school's philosophy is to provide for the development of the mental, physical, emotional, and

creative potential of each student. We also believe that we need to involve the school, home, and community as we teach the child. The Dividend program (the school volunteer program) is a very active, highly motivated and involved group. The school has received the Golden School Award for this participation each year for the past several years. In addition, over 1157 conferences were held this past year which reflects the evidence of parental/teacher cooperation.

The elementary school provides the continuous progression from kindergarten through fifth grade. The classrooms are heterogenously grouped with the exception of the fifth grade which is piloting a program for the first year on homogeneous grouping for math and language. The classroom enrollment averages twenty-six (26) pupils in the primary and intermediate levels.

Special programs located at the school are: gifted and creatively talented, specific learning disabled resource, emotionally handicapped resource, and the PREP program for preventative and enrichment strategies for all students who qualify in grades kindergarten through third.

The Parent Teacher's Association (PTA) is an

active, supportive group. Their Cultural Arts Committee plans weekly culturally enriching experiences such as theatre, ballets, scientific and other presentations for all the student body.

During the 1984-85 school year the elementary school had a major administrative change. The principal, after thirty-two years of service, retired in the middle of the school year. A selection committee was appointed by the district office and the position was filled from within the school by the assistant principal. The new principal had the responsibility of selecting a new assistant principal. Again, a selection committee was set up to review over twenty-five applications. The principal and the chairman of the Local School Advisory Committee (LSAC) reviewed the applications and narrowed the candidates to eight for the interview process which consisted of an oral interview and a written component. The written questions were developed by the team leaders, President of PTA, Chairman of LSAC, and representatives from the special areas. These same representatives evaluated the responses to these questions with the candidates remaining anonymous, and placed their choices in priority order. The selection was made based on this

imput along with the responses to the oral interview with the principal.

The selection of the assistant was an early indication that the leadership style of the new principal was democratic. Prior to the new principal the administrative style was autocratic. Due to many years of conditioning and responding to the autocratic style of leadership, the faculty and staff are, according to the new principal's perception, at a low functioning level of being able to make decisions and problem solve on their own. Some of the faculty members are resistant and slow in responding to change. The team leaders shared with the practicum implementor, who represents special education in the group, their willingness to assume new roles but lack the training and skills to accomplish this.

Identification of the Problem

There is a need to develop ways to help the team leaders and administrators improve communication skills: brainstorming consensus, cause and effect diagraming, problem solving techniques which is the Quality Circle Process. When team leaders meet with the administrator and can effectively communicate to solve problems and make decisions through more systematic approach, organizational effectiveness will increase.

Further the team leaders will be able to use these communication skills within their own grade level, and become more effective in making decisions and in problem solving.

Purpose of the Study

The purpose of this study is to determine if the team leaders and administrator can improve their communication ability in brainstorming, cause and effect diagraming, consensus, and decision making through the Quality Circle Process. In addition, the study will help team leaders communicate more effectively within their grade groups by using the new techniques while solving problems. Consequently, the school should function more effectively by increasing communication skills.

Significance of the Study

The problem investigated by this study is critical to the administration, team leaders, and success of its teachers. Communication skills have been identified as one of the most needed staff development objectives by administrators when surveyed.

An administrator's primary purpose is to increase professional and personal effectiveness while simultaneously increasing organizational effectiveness.

The aim of this study is to help the administrator do those things that are both effective and efficient, and do things that benefit students, ultimately.

Outcome Objectives

The effectiveness of the practicum project will be measured by the criteria set forth in the objectives below.

After completing a ten week staff development program on Quality Circle Techniques, one-hundred percent (100%) of the participants will be able to use the system effectively to solve a problem as demonstrated in a problem being identified and solved using the Quality Circles Techniques.

After completing the ten week staff development module on Quality Circles Techniques eighty percent (80%) or more of the participants will: (a) show a sustained or increased positive attitude toward their willingness to use group problem solving techniques as indicated by an "agree" or "strongly agree" response on post attitude survey on questions 2, 4, 7, 8, and 9; (b) show confidence that they can use group problem solving techniques effectively as indicated by an "agree" or "strongly agree" response on the post attitude survey to questions 1, 3, 5, and 6.

Follow-on Objectives

If the project proves successful, team leaders will be encouraged to share the techniques with their team members to assist each grade level in functioning more effectively.

The results will be written up in summary form and shared with the principal so that she in turn will have documentation to share with other principals within the county.

Chapter 2

REVIEW OF THE LITERATURE

INTRODUCTION

The current literature is replete with articles of leadership style and its effect on the environment and productivity of the organization or institution. The emphasis seems to be on a cooperative, collaborative approach both here in the United States and from abroad. This review of the literature will look at the approaches to leadership that reflect themselves in ways problems are solved within the institution as well as possible staff development ideas for working with problem solving techniques.

Historical Perspectives

Many years ago in leadership the scientific management approach developed by Fredrick Taylor was the main model of leadership. The leader had to be in control of the group, think and plan for them. The major responsibilities of the leader included directing, controlling, coordinating and evaluating the group members' action. No one else could do these jobs according to the Taylor theory (Richardson, 1981).

Later, McGregor and Likert developed a system of management called Human Relations. Their theory

proposed that effective leaders were effective only when they used the creativity and willing cooperation of the group. In order to achieve this style of leadership, it was necessary for the group to participate in the decision-making process (Richardson 1981). Likert (1967) did not see this as an easy task. He discussed at length in The Human Organization: Its Management and Value, the amount of time and effort required to learn the use of participative behavior. The work of McGregor and Likert paved the way for further refinement of the ideas of participatory leadership and decision-making.

Carolyn Woods (1984) combined the scientific and humanistic approach in her article, "Participative Decision Making: Why Doesn't It Seem to Work?" (Ed. Forum, Fall, 1984, p. 61). She defined four levels of decision making as autocratic, consultative, participatory, and delegated. Sub-levels of each were further identified by Wood (Appendix C) in an effort to defend her position that participative decision making does not always work.

Current Perspectives of Management Styles

Gibson (1982, p. 682), in reporting on the effects of authoritarian leadership in education stated that Fredrick Taylor's scientific management theory was

"basically authoritarian; power eminates from top down, which drains classrooms of good teachers, produces intolerable conflicts within the profession, and destroys incentives." He further states that Taylor's system of management was set up to work within industry and military where a high degree of uniformity and control over variables is necessary. This contrasts with the unique individuals in our school system, the range of educational goals, and the teaching profession being of a non-conscript nature.

Maccoby (1976, p. 375), described the corporate leadership styles and related it to the educational community. A study of 250 top management personnel in the United States of twelve high technology and multinational cooperations defined four categories of individuals "making it to the top" management positions. He characterized these types as craftsman, jungle fighter, company man, and gamesman (Appendix C).

The study noted that we have seen educational leaders in the past similar to the gamesman description, but they are more conservative these days. One draw back, the study concluded, was that on the "way to the top" educational leaders usually lacked compassion, plus they had not developed close personal relationships

with other people. It was noted that corporate work stimulates and regards qualities of the head and not the heart. In relationship to education Maccoby states "it seems apparent that the bureaucratic nature of schools, compared to the competitive nature of private sector corporations, makes it less likely that the excess of the management approach will be tolerated" (Maccoby, 1976, p. 378).

Another variation of cooperative leadership reported in the literature is that of Thomas Sergiovanni. Sergiovanni (1982, p. 330), describes management as two-sided for effective functioning. Strategy and tactics are the important elements. Strategy as seen as the science and art of enlisting support for policies and purposes as one presses toward goals. Tactics, by contrast, involve actions or means of less magnitude at a shorter distance from a base of operation - a small-scale action serving a larger purpose.

While Webster (Sergiovanni, 1982) does not disagree with the division of strategy and tactics, he sees a necessity of a balance between them. This balance would make tactical requirements link up and depend on strategic ones. They would need to be short-term and highly focused managerial expressions that characterize

day-to-day leadership activity.

From this, the 10P Model of Quality Leadership evolved. Leadership skills being the tactical requirements, while leadership antecedents, meanings, and cultural expressions serve as the components of strategic requirements of quality leadership (Sergiovanni, 1982).

Sergiovanni, an authority in school effectiveness and leadership, describes leadership aspects which contribute to school effectiveness as forming a Leadership Forces Hierarachy. The base of the triangle is the technical leader who assumes the role of "management engineer". "At level two, the human leader emerges and assumes the role of "human engineer"." (Sergiovanni, 1984, p. 6).

Next, the educational leader assumes the role of "clinical practitioner," bringing expert professional knowledge related to teaching effectiveness, educational program development, and clinical supervision.

Level four is expressed as the symbolic leader - the role of "chief" and by emphasizing selective attention, signals to others what is of importance and value.

Finally, the cultural leader assumes the role of "high priest" seeking to define, strengthen, and

articulate those enduring values, beliefs, and cultural strands that give the school its unique identity (Sergiovanni, 1982), (Appendix C).

Another way of viewing stages that leaders transcend, is presented in the literature by Hall and Loucks (1972) the Concerns Based Adoption Model (CBAM). The individual leader, the primary target of change, begins at awareness and moves through information, personal, management, consequence, collaboration, and refocusing stages (Appendix C).

Continued support for a cooperative type leadership in education is given by Bailey and Neale (1980). They state that the schools of America are suffering from both external and internal shock waves that are forcing improvement in the educational community. Bailey and Neale stress that teachers must also accept more responsibility for making the needed improvements. With responsibility must come decision-making power. Further, the administration must encourage this participation.

Bailey notes that not only are teachers frustrated by decision making from "on high", but so are the lower level administrators. They, therefore, advocate a strong decentralized governance plan coupled with a collaborative model for decision making. Without it,

Bailey and Neale forecast doom for the public school system.

These two authors define the term collaboration as voluntary relationships between two or more organizations which work together in planning, decision-making, implementation, and evaluation.

Caruso (1983) expresses some of the same concerns as Bailey and Neale. He states that people who believe in a common goal should begin to voluntarily work together to achieve it by developing modes of collaboration through shared influence, participation, and decision making.

For the public school leader, Klopf and others (1982) support the view that in education, authoritarian leadership is inappropriate. They find it difficult to define what effective leadership is in practical terms. Like Sergiovanni, they see situations that influence style. Yet, both these authorities agree on the need for open, two-way communication. Klopf approaches the problem by defining the "style" that effective principals use in the educational setting.

Klopf (1982) states that schools can use different styles of leadership from year to year, month to month, depending on the needs. Principals must pull out leadership competencies from their "bag of tricks" and

use their strengths and skills to meet specific situations.

Remembering that schools are effective if they provide an optimum learning environment that nurtures the cognitive, affective, social and aesthetic development of the students, the principal's goal is to create and develop the appropriate environment. Based on this premise, Kloph (1982) developed a list of twenty characteristics needed by the effective principal (Appendix C). Integrated in this list are characteristics that lend themselves toward non-authortarian leadership such as: relates to others as equals and individuals, functions as a person committed to the democratic process, provides an environment where others feel the freedom to examine themselves and raise questions without fearing misjudgment, rejection, or manipulation by the leader, knows and is sensitive to the use of power, and perceives self as an agent of change.

Finally, Weingast (1980, p. 502), seems to summarize all that the current writers are saying in the title of his article published in Educational Leadership which states, "Shared Leadership - The Damn Thing Works." Weingast's title was a quote from a veteran teacher about collegial responsibility in the Mansfield, Connecticut

public schools.

Weingast believes that the "shared leadership" developed by low-keyed superintendent, Bruce Caldwell, is genuine. While the plan is not without defects, and it might not be exportable to other systems, it is valid for its setting. "The plan absolutely requires that the parties trust each other, that they be willing collaborators, that they have common goals, and that the sharing process be continuous (Weingast, 1980, p. 503)." Decision-making is shared with teachers in this system that is usually the savored domain of the superintendent alone. While some teachers feel shared-leadership is a contrivance by which the administrators shift their burdens to the teaching staff, in this system again and again teachers refer to their "ownership" in the schools' program.

Models for Change in Decision Making

The Institute for Development of Educational Activities (IDEA) field tested a play at forty sites across America with over 700 principals in a problem-solving process. This "in-basket" process worked on problems principals presented (Appendix C).

The support group brainstorms solutions and

and develops alternative strategies. The principal who presented the problem reserves the right to choose the solution that was developed by peer brainstorming processes (Hyland, 1982).

Olivero (1982), concurs that brainstorming processes are helpful in solving problems and suggests that the process could be used in faculty meetings as well as just on the administrative level. He notes that more and more principals appear to be concerned about the way people in the organization work together. Sadly, Olivero reports that there are obstacles in the way of a quick solution. Among the problems are the need for effective trainers, development money, and transferring research into practice.

Mary McFarland, in her article, "A Consideration of Educational Decision-Making" (1975), focuses on the need for educators to become better decision makers. She reports that Emory and Niland (1975) found most educators use only a fraction of the decision-making ability they possess, but through training and development can improve the utilization of potential.

She cites an inservice project in Maryland directed at training teachers in decision-making. The participants learned essential steps of a decision-making process and

were able to use these steps in written problem solving.

The staff development needs of department heads, working from task cards from the Serviovanni model, identified areas of need in human relations, educational planning and staff management. Among the tasks identified were resolving conflict, making decisions, building a healthy climate, setting instructional goals and bringing about change. Problem solving with the department head as facilitator was identified. However, the article did not address a model for solving the staff development needs (Weaver and Gordon, 1979).

Brightman (1984) discusses the application of Carl Jung's theory of ways people differ in perception and judgement. He reviews data that indicates that school administrators tend to be mostly sensing managers. Additional dimensions of style add thinking or feeling to the perceptions. To help principals in their decision making an inservice using a Kepner and Tregoe Worksheet (Appendix C) was developed. The WOTS UP analysis is an acronym for weakness, opportunities, threats, and strengths facing organizations. This procedure is often used with an interacting group which includes teachers.

Using the WOTS UP procedure members speak when they

have something to say, or the opportunity to say it. The drawback is that the discussions are often monopolized by one or two individuals.

The Nominal Group Technique developed by VanDeVen uses the WOTS UP technique but tries to overcome the problem of monopolized discussion by forcing each person independently and silently to generate the weaknesses, threats and so on and present the ideas to the group along with a defense (Brightman, 1984), (Appendix C).

Bonner (1982) suggests the idea of Quality Circles as a productive problem-solving technique that can be used in educational institutions. The Quality Circle technique was developed from the motivational theories of McGregor, Herzberg and Maslow. The assumption is that employee's attitude toward work is at least partly the result of the conditions at the work place. Further, employees are most productive in a collaborative open organization. Finally, when employees are allowed to make decisions about their work they will take more interest and pride in it.

Quality Circles is a problem-solving technique that includes managers and workers together committed to identifying work related problems, analyzing and resolving them. The goals are two fold. The first

goal is to improve productivity by collectively seeking to increase efficiency and to improve product quality. Communication is the second goal so that mutual trust, respect and caring between management and workers can develop at all levels (Dewar, 1980), (Ingle and Ingle, 1983), (Thompson, 1982).

For Quality Circles to be successful the managers and workers must be working together voluntarily. Further, members of the Problem Solving Quality Circle group must understand the seven basic steps of problem solving (Appendix D) and initially be led by a trained facilitator. The techniques include brainstorming, data gathering, check sheets, Pareto Analysis, graphic representations, cause and effect analysis, and making a presentation to management.

The benefits noted when Quality Circle techniques have been used in schools include less absenteeism, fewer grievances, reduced requests for transfers, and improved communication as well as problem solution. This leads to high morale, positive attitudes, good working relationship with management, and increased student achievement (Booner, 1982).

Summary of Literature Review

The current literature pictures effective leadership in the educational setting as a collegial or collaborative style as opposed to authoritarian. While the extent of involvement will vary according to the situation, there will be involvement by management and teachers.

The leading writers make clear the need to involve others in decision making and problem solving. Several authors cite the need for staff development to make this a reality with several giving outlines or examples of methods used.

Quality Circle techniques appear to provide a workable process for use in the educational setting. Exact steps are defined which can be implemented by a trained facilitator.

Burns (1979) sums it up nicely when he says that leadership is an aspect of power, but differs from powerholders. Moral leadership goes beyond the leader's wants and needs. It is widely distributed among the group and it can be taught. Leadership is not coersive, but joins seekers of truth for mutual actualization (Appendix C).

Chapter 3

METHOD

To improve the communication skills in problem solving and decision making of the administrators and team leaders of this elementary school the Quality Circles approach was selected. The Quality Circles Technique was chosen for several reasons: (1) The steps for Quality Circles are clearly stated, (2) The time frame of presenting each step fits into an hour block which is appropriate to the need of the participants, and (3) The practicum implementor is trained as a Quality Circles facilitator.

1. Develop and give the participants an attitude and skill assessment questionaire to complete.

2. Arrange with the administration for flexibility in planning for the ten week implementation project.

3. Construct general and specific lesson plans for this project.

4. Pre-implementation: (1) Contact consultant Dr. Michael Kahn to give the first lesson of Quality Circles presentation. (2) Contact consultant Candi Hoover - a trained Quality Circle leader, to present at the second Quality Circle meeting. (3) Send memo to team leaders on the time and place to start Quality Circle training.

5. Implementation of ten week plans: five weeks to teach skills and objectives, five weeks to demonstrate actual tools in a problem solving activity. Administration and team leaders will participate in all ten weeks and the practicum implementor will facilitate throughout the ten week process.

Ten week breadkdown in practicum Implementation:

Weeks 1-5	Instructing in the Quality Circle technique steps
Weeks 6-7	Facilitating the process
Weeks 8-10	Monitoring the group, and evaluate their progress in solving problems

Implementation Plan

Six team leaders, ranging from kindergarden through fifth grade, and our elementary school administrators will participate in this ten week practicum study. There will be a ten week period in which a weekly meeting will take place during the team leaders meeting. Time spent in this meeting on this project will range from forty-five minutes to one hour, each session.

During this time the team leaders and administrators will listen to presentations, receive hand outs, participate orally in group discussions and have a small activity to do.

1. A pre-attitudinal survey will be administered to

each participant.

2. Specific implementation plans are as follows: Each participant will be given a notebook or folder to house their information and activities that they will learn concerning the Quality Circle Process.

The following pages are the sequential steps to the Quality Circle Process which will be learned during our ten week practicum implementation.

Week 1

I. Introduction To Quality Circles
   A. Facts About Quality Circles
   B. Facilitators Coordination In The Project
   C. Quality Circles Members' Responsiblities

II. What Quality Circles Do
   A. Essential Keypoints about Quality Circles include:
      1. Participation must be voluntary.
      2. Everyone in the group must participate in problem identification, selection, and resolution.
      3. Problems begin as and remain circle efforts.
      4. Both management and workers receive training.
      5. Projects are work related.
      6. Upper-management must be supportive.
      7. Circles operate within the existing structure of the institution.
   B. Time-Tested Practical Approach - Six Steps
      1. Select the problem your group wants to solve.
      2. Gather data about that problem.
      3. Analyze the data using Quality Circle tools and techniques.
      4. Identify possible solutions. Then, determine which solution to use and plan how to implement the solution.
      5. Implement the solution.
      6. Check to see if your solution solved the problem.
   C. General Ways To Run Meetings
      1. Be on time.
      2. Forty-five minute limit.
      3. No breaks.
      4. No chit-chat.
      5. Leave on time.
      6. Call if cannot attend.
      7. No refreshments.
      8. Miss three in a row - out.
      9. Bring materials.
      10. Follow agenda.
      11. Complete activity report each meeting.
      12. All ideas accepted.

Week 1 (continued)

I. Record Keeping
   A. Importance: Records serve as a review.
   B. Necessary Information
      1. Circle Name
      2. Date of Meeting
      3. Time of Meeting (Beginning & Ending)
      4. People In Attendance
      5. Summary of Activities
      6. Action Items
   C. Quality Circle Activity Form
   D. Quality Circle Problem Report

II. Selection of Quality Circle Leader
   A. Responsiblities of the Leader
      1. Generate enthusiasm for Circle activities
      2. Take care of operation of Circle
      3. Meet with the Circle once a week
      4. Use facilitator for assistance
      5. Be responsible for Circle records
      6. Create coordination and harmony in the Circle
      7. Be key link between members and management
      8. Attend leadership training
      9. Work closely with the assistant principal or principal
      10. Seek advice and help if required
      11. Keep the meeting on track
      12. Enforce code of conduct
      13. Maintain a good attitude about Circles
      14. Give assignments
      15. Start and end meetings on time
      16. Help get new members for the Circle
      17. Promote Quality Circle Program
      18. Attend Quality programs
      19. Visit other companies
      20. Teach others useful material to better the society and surroundings

III. Tips For Quality Circle Leader
   1. Plan for meetings
   2. Summarize action items for next meeting
   3. Use an agenda
   4. Critique group
   5. Work on members' problems
   6. Document meetings - Keep records on status of projects
   7. Ask questions - Refer to Code of Conduct
   8. Be open-minded and objective
   9. Budget time

Week 1 (continued)

10. Be aware of members non-verbal communication
11. Make things visible (flip-chart)
12. Experiment
13. Stay on track
14. Stay and end on time
15. Listen for "messages" and clarify
16. Have visitors
17. Show sincerity and interest in Circle Process (Know material)
18. Limit "air" time

Week 2

I. Brainstorming
   A. What Is Brainstorming?
   B. Techniques For Brainstorming
      1. State problem or goal simply.
      2. Leader asks group to give ideas.
      3. Rotate clockwise around the group.
      4. "I Pass".
      5. Recording of the ideas.

II. Rules For Brainstorming
   A. Criticism Is Ruled Out.
   B. Free-Wheeling Is Welcomed.
   C. Quantity Is Wanted.
   D. Combination And Improvements Are Sought.
   E. Set Aside Time For Incubation.

III. Brainstorm For Problems
   A. How To Get Rid Of Fleas On A Dog.
   B. Improve Communications.
   C. Name Of Quality Circle

Week 2 (continued)

I. Consensus: Group Decision Making
   A. Purpose
   B. Techniques: How Consensus is Reached
      1. Evaluate all possible alternatives
      2. Understand information
      3. "Votes of Confidence" - check
      4. Rotate clockwise
      5. Each member has three votes
      6. Tally votes
      7. More discussion or votes again
      8. "Is there anyone who cannot live with any of the alternatives?"
      9. "I cannot" more discussion

II. Group Decision Making Liabilities
   A. Pressure From Majority To Accept A Decision
   B. Failure To Question Or Test Agreement
   C. Hidden Or Personal Agendas
   D. Time Available
   E. Dominance By One Member
   F. Discussing Solutions Prematurely
   G. Handling Differences

III. How Decisions Get Made
   A. Self-Authorized Decisions
   B. Topic Drifting
   C. Hand Clasp Decisions
   D. Conformance Decisions
   E. Majority Decisions
   F. Consensus Decisions

IV. Suggested Exercises
   A. "Wilderness Survival"
   B. "Lost At Sea"
   C. NASA

Week 3

I. Group Functions Affecting Its Performance
   A. Types Of Behavior Relevant To Group's Fulfillment Of Its Task:
      1. Initiating
      2. Seeking information or opinions
      3. Give information or opinions
      4. Clarifying and elaborating
      5. Summarizing
      6. Consensus testing
   B. Types Of Behaviors Relevant To The Group's Remaining In Good Working Order, Having A Good Climate For Task Work, And Good Relationships Which Permit Maximum Use Of Member Resources, i.e., Group Maintenance:
      1. Harmonizing
      2. Gate keeping
      3. Encouraging
      4. Compromising
      5. Standard setting and testing
   C. Every Group Needs Both Kinds Of Behavior And Needs To Work Out An Adequate Balance Of Task And Maintenance Activities
   D. Individually Oriented Functions
      1. Aggressing
      2. Blocking
      3. Dominating
      4. Playboy

(Adapted from: Factors Contributing to Effective Meetings by Robert B. Morton, Ph.D.)

Week 3 (continued)

I. Cause and Effect Diagrams
   A. Purpose
   B. Techniques For Constructing A Cause/Effect Diagram
      1. Identify the problem or situation
      2. Record problem or situation
      3. Draw boxes and arrow
      4. Identify major categories of causes
         a. machine
         b. manpower
         c. material } 4 m's
         d. method
      5. Fill in chart-record under category
         modify if needed
      6. Review Brainstorm rules
         A. Everyone must participate
         B. Leader get imput from group by rotation three times, before discussion
         C. Chart must be visible
      7. Allow for incubation time
      8. Show chart to specialist - allow other comments to be added
      9. Examine chart, then cross out trivial causes
      10. Discuss causes that remain/circle ideas
      11. Consensus technique to identify the three most probable causes of the problem
   C. Uses Of Cause And Effect Diagrams
      1. To recognize important causes
      2. To understand all effects and causes
      3. To compare operational procedures
      4. To find major solutions
      5. To figure out what to do
      6. To improve the process

II. Activity: Do A Cause/Effect Fishbone Diagram
    How To Improve The Coffee?

III. Cause And Effect Diagrams Part II
   A. Purpose
   B. Techniques For Constructing "Systematic Method"
      1. Works well when focus on specific elements of the problem

Week 3 (continued)

2. Draw Fishbone Diagram
3. Four categories of causes are selected
4. Leader starts with one category and questions it (who, what, why, when, how)
5. Opinions should start to flow
6. Work on one category at a time (attacking the "method" area first)
7. Discuss information on diagram
8. Evaluate it, then cross out trivial causes
9. Collect data on circled items

Week 4

I. Data Collection Techniques
   A. Checksheets
      1. Purpose
      2. Three basic types of check lists
         a. Counted Data
         b. Measured Data
         c. "Location Data"
   B. Techniques To Construct Checksheets
      1. Recording checksheet
      2. Checklist checksheet (grocery list)
      3. Location checklist
   C. Before you begin to use a checksheet determine the following:
      1. What kind of data do you need?
      2. How much data do you need?
      3. What type of data do you need?
      4. Is there a form you can use or do you need to design one?
      5. Who will coordinate data collection?
      6. Do people need training to collect data accurately?
      7. When will data be collected? By whom? Should carbon copies be used?

II. Histograms
   A. Purpose
   B. Techniques To Construct Checksheets
      1. Decide what to measure
      2. Design checksheet to collect data
      3. Collect data
      4. Examine checksheet find largest measurement
      5. Examine checksheet for smallest measurement
      6. Determine range
      7. Determine width of columns
      8. Tabulate data
      9. Draw vertical & horizontal axes
      10. Mark off horizontal axes in equal parts
      11. Add tick marks
      12. Construct vertical axis
      13. Transfer data
      14. Add a legend
      15. Analyze the histogram

Week 4 (continued)

III. Graphs
- A. Line Graph
- B. Pie Chart
- C. Bar Graph
- D. Column Graph
- E. Record Graph

Things To Remember When Graphing:
1. Graphs should be simple and should be meaningful.
2. Graphs should be on graph paper or grid.
3. Graphs should have a title, data, and other pertinent information.
4. Make use of color coding if required.
5. Graphs should be as large as possible so that they are easy to read.

IV. Pareto Diagrams
- A. Purpose
- B. How To Construct A Pareto Diagram
  1. Decide classification of data
  2. Choose time period
  3. Count data on categories
  4. Draw horizontal/vertical axes (graph paper)
  5. Plot data/columns
  6. Plot cumulative line
  7. Construct vertical axis - right
  8. Add legend

Week 5

I. Management Presentation
   A. Purpose
   B. Guidelines
      1. Do schedule the meeting when the circle has something significant to say.
      2. Do use a comfortable room with adequate seating.
      3. Do have a chairperson to keep the meeting running smoothly. It should start and end as scheduled.
      4. Do have an agenda to pass out to participants.
      5. Do use charts, graphs, and other visuals.
      6. Do concentrate on emphasizing achievements, and process.
      7. Do not put management on the spot for decisions or solutions.
      8. Do not put blame on other organization.
   C. Use The Six Steps Of Quality Circle Process To Outline
      1. Identify the problem
      2. Research the situation as it is now
      3. Analyze your data
      4. Identify possible solutions and select one
      5. Implement it
      6. Monitor the situation to make sure the problem stays fixed.
   D. KISS - Keep It Short and Simple
   E. Oral and Visual Presentations
   F. 30 minutes maximum
   G. Each member chance to speak

Chapter 4

RESULTS

The major thrust of this study was to determine if the team leaders and administrators could improve their communication skills through a Quality Circle problem solving approach. In addition, the Quality Circle problem solving approach was to be used within team meetings during the weeks to improve communication skills among other faculty members.

Outcome Objectives Results

It was hypothesized that after completing a training program one hundred percent (100%) of the participants would be able to use the system effectively to solve a problem as demonstrated in a problem being identified and solved using the Quality Circle technique.

After completing the ten week staff development module on Quality Circle Techniques, eighty percent (80%) or more of the participants would:

a) Show a substantial or increased positive attitude toward their willingness to use group problem solving techniques as indicated by an "agree" or "strongly agree" response on the post attitude survey on questions 2, 4, 7, 8, and 9.

b) Show confidence that they can use group problem

solving techniques effectively as indicated by an "agree" or "strongly agree" response on the post attitude survey to questions 1, 3, 5, and 6.

Additionally, if the project proved successful, team leaders would be encouraged to share the techniques with their team members to assist each grade level in functioning more effectively.

Each response was assigned a value from one to five. Five was the value assigned to the response that indicated the most positive attitude. A mean score was derived for each person for his/her pre-post survey. An increase in the post mean score indicated an improvement in the participant attitude toward problem solving techniques. (Appendix A)

The goal for the attitudinal improvement was that eighty percent (80%) or more of the participants would sustain or increase their positive attitude toward their willingness to use group problem solving techniques as indicated by an "agree" or "strongly agree" on post attitudinal survey questions 2, 4, 7, 8, and 9.

The actual goal was met. The actual problems that were generated by brainstorming are listed in the activity reports in Appendix G. Several of these problems were solved by our brainstorming and consensus,

and were put into effect prior to the closing of the school 1985-86 school year.

During the actual brainstorming sessions, Team Works came up with approximately twenty school-based problems. Team Works chose to solve some easy problems that could be quickly worked out and implemented immediately or by the 1985-86 school year's end. These problems are described below.

Solved Problems

#3 Number of papers from office daily - Teachers were complaining of the great amount of memos going home daily from the office. Many of these memos were soccer, baseball, YMCA, and things for after school programs in the community. The solution will have several phases. A marque will be constructed at the front of the school announcing dates and events. The monthly edition of our newspaper, "Paw Prints", will have a section printed up with on-going information of events. A special bulletin board for notices will be located outside on the school walkway and parents and students will have access to this information. In the fall, announcement type papers will go home once a week.

#9 Communication among other teachers and special areas - The teachers were not communicating about special events

that effected other support areas of the school such as field trips, special field day events, track meets, and school plays. The Team Works got together to make a brief form to fill out for changes in the schedule. This, in turn, helped office staff, lunchroom staff, and all special areas in relation to just where our children were at all times. (See Appendix H)

#s 11, 12, 13 Cluttered Calendar - At Dr. Dershimer's house on May 19, 1986, a meeting was held to review the school calendar and school events for 1986-87. Team Works gave their input for changes that would help reduce the number of individual events that "clutter" the calendar each year. An example of a compression activity follows. The Comprehensive Plan at the District level requested all schools to address the district goal on patriotism. Additionally, each year American Education Week is a required event. An objective mandated by the state is career education. Instead of having three separate events that could be spread over many weeks causing disruption to directed teaching, these events were tied together (compressed) and the theme for American Education Week will be Careers and Opportunities in America. Three teachers have volunteered to combine all such decisions as they come into focus into a booklet for the teachers

entitled "The Year at a Glance".

#14 A.M./P.M. Announcements - The problem addressed here was that teachers often missed the morning announcements because children were not settled into the room when the announcements were made at 8:40 a.m. Also, afternoon announcements were started after the kindergarten teachers began taking their students to the pick-up ramp. Team Works proposed that the morning announcements follow silent reading at 8:50 a.m. rather than precede it. This way, all the students would be seated and silent, allowing all to hear the announcements. The afternoon announcements would continue to be made at 2:55 p.m. for students and teachers and repeated at 3:10 p.m. after students clear the campus for kindergarten teachers and others who may not have heard them. This has already produced positive responses from the faculty and staff.

#s 16, 17, 18 Computer Lab - These three problems revolved around the effective use of computers in the school. Questions addressed in the process of solving this problem were: What is our purpose for instructional computing? What configuration would best serve the students - a lab or sharing a computer room to room? Will one configuration serve all students equally well? If the small lab is enlarged to accommodate an entire class, where can it be

located? Who will supervise and/or teach in the lab? Team Works spent two weeks brainstorming ideas on the computer problem. At the evening meeting on May 19, the group proposed placement of the lab, a shared teaching assignment between 4th and 5th grades for lab lessons, limiting the scheduled time for lab lessons to grades four and five until keyboarding can be included, and keeping computers in the rooms to be used in centers for grades kindergarten through third.

It should be noted that Quality Circles sessions brought out the need for developing a philosophy concerning computer education that was a result of this school-based center rather than a philosophy developed centrally.

Summary

Overall, the results of the Quality Circles techniques gave data for cognitive gains, pre/post attitudes toward problem solving skills, and the application of these skills by the participants to actual school problems.

It should be noted that participants were asked to "jot down" some of the comments made orally as they completed the post-test. While it was not a part of the original proposal to collect the comments of things the

participants liked and disliked, it was determined to be of value to those who might choose to implement a similar approach to problem solving. These comments are listed in Appendix A.

Chapter 5

CONCLUSIONS AND RECOMMENDATIONS

This practicum study sought to determine if a planned program of problem solving techniques presented in 10 weeks, could be used to improve the identified listed problems. In addition, the study sought to determine any changes in attitudes toward communications among our administration, team leaders, and faculty members.

General Conclusions

The results analyzed in Chapter Four show, in summary, that participants' problem solving skills did sustain and even improve using the Quality Circle Problem Solving Approach. Additionally, the participants did, in fact, develop a more positive attitude toward solving problems.

Because of the positive results of this study, the writer of this practicum supports the following conclusions:

(1) Ten weeks was enough time to generate a positive attitude toward problem solving technique with participants and administration.

(2) Staff development program was designed for our participants to receive 10 hours of in field inservice points and this proved to be sufficient time to internalize the process and begin application.

(3) The participants all have training manuals and any member could effectively lead a Quality Circle through the steps of problem solving to management presentation for next year's Quality Circle meetings.

(4) Many problems were effectively solved through communication and implemented by the end of the 1986 school year.

(5) The Quality Circle "Team Works" is committed enough to work throughout the 1986-87 school year to solve more problems that have been generated on the master list.

(6) Other teachers have been positively effected from decisions made from "Team Works". Example: Better communication between team leader and team member, and a more democratic process and higher morale as problems effecting the entire staff have been solved.

Follow-On Recommendations

(1) The team leaders have been encouraged and are using the Quality Circle Techniques to help the grade level function more effectively.

(2) The results will be written up in summary form and shared with the principal so she in turn will have documentation to share with other principals within the county.

(3) The results of this study should be shared at a faculty meeting to show our co-workers how we plan on making changes to solve our problems.

(4) Continue "Team Works" into the 1986-87 school year for at least 30 to 45 minutes of every one hour scheduled team leaders' meeting.

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APPENDIX A

SURVEY AND SURVEY RESULTS

PROBLEM SOLVING TECHNIQUES QUESTIONNAIRE FOR TEAM LEADERS

Please circle the letters that most represent how you feel about the team leaders group as it relates to problem solving. Use the following key:

SA = Strongly Agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly Disagree

1. As a group, we are organized to the point of having established procedures for solving problems.	SA	A	U	D	SD
2. We could improve our problem solving strategies.	SA	A	U	D	SD
3. There is no need to establish problem solving strategies because our imput is really not wanted.	SA	A	U	D	SD
4. We could benefit from a problem solving leadership workshop.	SA	A	U	D	SD
5. We know how to use effective problem solving techniques.	SA	A	U	D	SD
6. Problem solving techniques, for the most part are a waste of time.	SA	A	U	D	SD
7. We need problem solving skills because our principal expects us to contribute to decision making.	SA	A	U	D	SD
8. Problem solving techniques would be good to know because they are effective in group work.	SA	A	U	D	SD
9. I feel Quality Circles techniques will be effective in helping us problem solve in a more effective manner.	SA	A	U	D	SD

PLEASE WRITE YOUR SOCIAL SECURITY NUMBER HERE_____.

PRE AND POST SCORES ON ATTITUDE SURVEY CONCERNING PROBLEM SOLVING TECHNIQUES FOR QUALITY CIRCLE PARTICIPANTS

Participant	Pre Survey	Post Survey	Difference
A	27	27	+0
B	28	32	+4
C	31	34	+3
D	26	34	+8
E	28	37	+9
F	30	37	+7
G	27	33	+6
H	26	34	+8
I	30	34	+4
J	28	36	+8
K	30	37	+7

ACHIEVEMENT OF PARTICIPANTS ON
COGNITIVE QUIZES ON QUALITY CIRCLE TECHINQUES

Participant	Brainstorm Quiz	Consensus Quiz	Cause/Effect Quiz	Checksheet Quiz	Graphs Quiz	Histograms Quiz	Pareto Quiz	Average
	%	%	%	%	%	%	%	%
A	100	100	100	90	100	100	100	98.5
B	90	100	100	70	100	100	100	94.3
C	90	100	100	80	100	100	100	95.7
D	90	100	100	90	100	100	100	97.1
E	90	100	90	90	100	100	100	95.7
F	100	100	100	90	100	100	100	98.5
G	90	100	100	90	100	100	100	97.1
H	90	100	100	90	100	100	100	97.1
I	90	100	100	90	100	100	100	97.1
J	90	100	100	90	100	100	100	97.1
K	90	100	90	80	100	100	100	94.3
								96.6

Comments By Participants of the Value
of Quality Circles-Team Works

Likes

1. "Candor"
2. "Sharing of ideas is wonderful"
3. "Good idea"
4. "Keep it up"
5. "Piggybacking helps combine problems - helps the list seem shorter."
6. "Good opportunity for imput from all."
7. "I'd like Art to be involved in the Quality Circle because I can understand how special areas feel isolated."
8. "I love the round robin techniques and the brain-storming."
9. "Really enjoyed brainstorming with others and making a major step in solving our problems."
10. "Over all we accomplished a great deal and opened the lines of communication."

Dislikes

1. "Hesitancy to 'tell it all'"
2. "Censorship"
3. "Too early" (in the morning)
4. "I feel the time should start and finish at the time designated."
5. "I think all areas of the school should be represented at this meeting."
6. "I feel it would have been more beneficial had we been able to follow the structure of Quality Circles more closely."

APPENDIX B

PROJECT LETTERS

February 14, 1986

Dear Linda,

As a follow-up to our discussion concerning a need for us to improve our problem solving skills here I would be delighted for you to research some techniques and share them with us. You know that I seriously want the team leaders to be open and systematic in their approach to problem solving. I know we do not have that skill "fine-tuned" as a group--certainly Doug and I could grow in this area also! A real plus is the fact that all of us recognize this need (as your survey shows) so I feel we will make rapid progress in developing the skills.

Let me know when you are ready to begin. We can meet in Doug's office on Thursday mornings--Lets plan on starting at 7:30 so we can get a full hour in and have time for closure before the students arrive.

I am excited about this project. If we can make progress in our problem solving and communication I'm sure the entire school will benefit.

Sincerely,

Elizabeth

February 3, 1986
Date

MEMORANDUM

TO: All Team Leaders - Mrs. Ginn - rep. Special Ed., Mrs. Vincent, Media
FROM: Dr. Dershimer (Mrs. DeCandido)

SUBJECT: Group effectiveness and problem solving

Attached is a survey form for you to complete - Mr. Smith and I will be doing them too. Our objective is to help us improve our group effectiveness and problem solving skills. As a team leader group we will participate in 10 sessions, one a week, to improve our ability to make democratic decisions. Most sincerely I want us to move toward this type leadership, and from your general input, it seems you feel likewise. I do think we have come a long way, but we can improve. Please answer the survey honestly and return to Linda DeCandido -- she will tally them. We will repeat the same survey at the end, and hopefully we will have learned some effective ways to problem solve and to get our problems solved in as short a period of time as possible. Linda will facilitate the sessions.

Thanks for your cooperation. Linda needs the completed survey by Thursday, February 6.

Put your social security number on the survey -- Linda will need to know that the pre-posttest is done by the same participant so she can measure improvement.

February 25, 1986

Dear Team Leaders,

As you know I am working on a practicum (action research) project in particial fulfillment of my graduate work which will deal with the introduction of Quality Circle techniques at our school center. Since there has been a change in leadership from a autocratic to democratic style, I feel that some problem solving techniques as a group, would be of value to all of us.

With the administrations support and encouragement we will be working to improve problem solving skills, making more effective data based decisions, and, in general, working on communication skills.

I plan on teaching the Quality Circles process to the team leaders and administrators at our school. I would like you to attend for the next few team leaders meetings, for some new shared ideas that hopefully will make your job easier, and we will all accomplish a more efficient organization. We will be meeting in my portable at 7:30 am on Thursdays for our training sessions. Come learn and enjoy yourself.

Sincerely yours,

Linda DeCandido

Linda DeCandido

February 15, 1986

Dr. Larry Chase, Executive Director
Northwest Education Cooperation
500 South Dwyer
Arlington Heights, Ill 60005

Dear Dr. Chase,

I am working on a practicum (action research) project in partial fulfillment of my graduate work which will deal with the introduction of Quality Circle techniques at my school center. The leadership style of the new principal is democratic, but she feels that the long tenure of a past autocratic leader has left the team leaders with no experience in group problem solving.

With her support and encouragement we will be working to improve problem solving skills, making more effective data based decisions, and, in general, working on communication skills.

I have been trained as a Quality Circle Leader and was a facilitator of a circle between the district office and the elementary schools where SLD programs were in place. I plan on teaching the Quality Circles process to the team leaders at my school in an effort to improve the above mentioned areas. If you have any specific ideas or resources that you would be willing to share, I would appreciate receiving them.

Sincerely yours,

Linda DeCandido

Linda DeCandido,
SLD Resource Teacher

February 26, 1986

Dear Dr. Kahn,

As you know I am working on a practicum (action research) project in particial fulfillment of my graduate work which will deal with the introduction of Quality Circle techniques at my school center. The leadership style of the new principal is democratic, but she feels that the long tenure of a past autocratic leader has left the team leaders with no experience in group solving problems.

With her support and encouragement we will be working to improve problem solving skills, making more effective data based decisions, and, in general, working on communication skills.

I plan on teaching the Quality Circles process to the team leaders at my school in an effort to improve the above mentioned areas. I would like to invite you to our first team leader meeting since you are a trained Quality Circle leader/facilitator and ask if you would be kind enough to present the following agenda:

I. Introduction To Quality Circles
   - A. Facts About Quality Circles
   - B. Facilitators Role
   - C. Quality Circle Member Responsibility

II. What Quality Circles Do
   - A. Essential Keypoints (1 - 7)
   - B. Time - Tested Practical Approach - Six Steps
   - C. General Ways to Run Meetings

III. Record Keeping
   - A. Importance
   - B. Quality Circle Report Form

IV. Responsibilities Of Quality Circle Leader (1 - 20)
   - A. Tips For Quality Circle Leader (1 - 18)

Each participant will have their own personal folder containing their Quality Circle Training Manual. All of the above information will be provided inside the manual and you will have a one hour presentation of these general facts. The anticipated first meeting will be Thursday, 7:30 a.m., March 6, 1986 in my portable at Woodlands Elementary. If this is not a good day we can choose another day during the first week in March. Please contact me about your plans. Thank you very much.

Sincerely yours,

Linda DeCandido

Linda DeCandido
SLD Resource Teacher

February 25, 1986

Dear Candi,

As you know I am working on a practicum (action report) project in practical fulfillment of my graduate work which will deal with the introduction of Quality Circle techniques at my school center. The leadership style of the new principal is democratic, but she feels that the long tenure of a past autocratic leader has left the team leaders with no experience in group problem solving.

Witn her support and encouragement we will be working to improve problem solving skills, making more effective data based decisions, and, in general, working on communication skills.

I plan on teaching the Quality Circles process to the team leaders at my school in an effort to improve the above mentioned areas. I would like to invite you to our second team leaders meeting since you are a trained Quality Circle leader and ask if you would be kind enough to present the following agenda:

I. Brainstorming
   - A. What Is Brainstorming?
   - B. Techniques For Brainstorming (1 - 5 Steps)

II. Rules for Brainstorming
   - A. Critcism Is Ruled Out
   - B. Free-Wheeling Is Welcomed
   - C. Quantity Is Wanted
   - D. Combination And Improvement Are Sought
   - E. Set Aside Time For Incubation

III. Brainstorm for Problem
   - A. How To Get Rid of Fleas
   - B. Improve Communication
   - C. Name Of Quality Circle

I. Consensus: Group Decision Making
   - A. Purpose
   - B. Techniques (Steps 1 - 9)

II. Group Decision Making Liabilities
   - A. Pressure From Majority To Accept A Decision
   - B. Failure To Question Or Test Agreement
   - C. Hidden Or Personal Agendas
   - D. Time Available
   - E. Dominance By One Member
   - F. Discussing Solutions Prematurely
   - G. Handling Differences

III. How Decisions Get Made
- A. Self-Authorized Decisions
- B. Topic Drifting
- C. Hand Clasp Decisions
- D. Conformance Decisions
- E. Majority Decisions
- F. Consensus Decisions

IV. Suggested Exercises
- A. Wilderness Experience
- B. "Lost At Sea"
- C. NASA

Each participant will have their own personal folder containing their Quality Circle Training Manual. All of the above information will be provided inside the manual and you will have a one hour presentation of these general facts. The anticipated date of this meeting will be March 13, 1986, Thursday, 7:30 am in my portable at Woodlands Elementary. If this is not a good day please contact me to make further arrangements. I am looking forward to your visit. Thank you very much.

Sincerely yours,

Linda DeCandido

Linda DeCandido
SLD Resource Teacher

APPENDIX E

PARTICIPANT QUIZES

BRAINSTORMING QUIZ

1. Brainstorming is used by a group leader when he wants to dominate discussion.

   True_____ False_____

2. Criticism is never allowed during a brainstorming session.

   True_____ False_____

3. An individual's ideas and input are considered irrelevant when brainstorming.

   True_____ False_____

4. The first step is to state the problem or issue clearly so that everyone understands what they are discussion.

   True_____ False_____

5. Allowing for incubation means leaving time for people to think about a problem before a final decision is made.

   True_____ False_____

6. In order to elimiate useless suggestions, encourage group members to share only constructive ideas.

   True_____ False_____

7. Brainstorming is used when a group is:
   a. Trying to identify a problem to focus on.
   b. Deciding how to implement a plan of action.
   c. Evaluation whether or not their solution worked.

8. When brainstorming, a group tries to generate:
   a. Just one great idea.
   b. As many ideas as possible.
   c. Discussion and evaluation of all ideas offered Concenses.

9. Which are important elements to brainstorming:
   a. Recording all ideas clearly.
   b. Including all members of the group.
   c Being creative.

10. Once a problem has been brainstormed:
    a. The group simply votes to select an issue/solution.
    b. Ideas are then evaluated by a group.
    c. The leader takes all the ideas to management to let them decide.

CONSENSUS QUIZ

1. Consensus is a way of making decisions so that:
   a. everyone's ideas are considered.
   b. a majority of people determine the outcome.
   c. a fast decision can be reached.
2. The circle leader should direct the discussion and request input from circle members, but he should not dominate the discussion or lobby for support for his ideas.

   True_____ False_____
3. Making decisions by consensus is quicker than by holding a majority rule vote.

   True_____ False_____
4. Group decisions are often better decisions because:
   a. they reflect the collective knowledge of many people.
   b. they have the support of all the people in the group.
   c. they take more circle time to develop.
5. Consensus can be used during which steps of the QC problem-solving approach?
   a. Selecting a problem.
   b. Researching the problem.
   c. Analyzing the data about the problem.
   d. Identifying possible solutions.
   e. Implementing the solution.
   f. Checking to see if solution was successful.

QUIZ FOR C/E DIAGRAMS, PART ONE

1. Cause/Effect Diagrams provide a technique for systematically exploring the relationship between a problem and its causes.

   True_____ False_____

2. The first step in constructing a cause/effect diagram is to select the major categories.

   True_____ False_____

3. The major causes used must always be manpower, machinery, method, material.

   True_____ False_____

4. The rules of brainstorming are followed when constructing a C/E diagram.

   True_____ False_____

5. Cause/Effect diagrams provide solutions to problems.

   True_____ False_____

6. It is important that the diagram be visible to all participating in the meeting.

   True_____ False_____

7. Fishbone diagrams can be used to examine the reasons why a situation is working well for the organization.

   True_____ False_____

8. Group members should try to be as specific as possible when adding causes to the chart.

   True_____ False_____

9. C/E diagrams should always be completed in one session.

   True_____ False_____

10. Fishbone diagrams can be used at which stages of the problem solving process?

    a. Identify the problem.
    b. Gather data about the problem.
    c. Analyze the data.
    d. Identify possible solutions.
    e. Implement the plan.
    f. Check to see if it worked.

QUIZ FOR CAUSE/EFFECT - PART TWO

1. The 4 M's are not used when developing a process analysis Cause-and Effect diagram.

   True_____ False_____

2. All of the three types of C/E diagrams can be used interchangeably.

   True_____ False_____

3. A "Systematic analysis" C/E diagram is more useful than a "random" type.

   True_____ False_____

4. Both "systematic analysis" and "random" type diagrams have fishbone-like appearances.

   True_____ False_____

5. C/E diagrams can be used to examine why some positive effect has occured.

   True_____ False_____

6. Brainstorming rules apply to groups when constructing C/E diagrams.

   True_____ False_____

7. The group usually knows exactly what action to take after completing C/E diagrams. more research

   True_____ False_____

CHECKSHEET QUIZ

1. Checksheets are used only in the problem analysis part of the six-step QC problem solving process.

   True_____ False_____

2. The three type of checksheets are:
   a. recording
   b. location
   c. counted
   d. measured
   e. checklist

3. Identify some CHECKSHEETS currently used in your area and indicate which type it is:

CHECKSHEET	TYPE

4. Which of the following questions are important to answer to determine before collecting data.
   a. who will collect data?
   b. the time period to be covered?
   c. is training required?
   d. should carbon copies be used?

5. Which of the following statements best describes the purpose of using checksheets.
   a. Checksheets are used to keep circle members busy.
   b. Checksheets are used to collect and record data.
   c. Checksheets are used to stimulate creative problem-solving.
   d. Checksheets are used to give management a significant amount of objective data.

6. Data such as "how long a job takes" or "the length of a scar" is:
   a. counted data
   b. measured data
   c. location data

HISTOGRAM QUIZ

1. The shape of a histogram may be
   __a. Bell-shaped
   __b. Skewed
   __c. Bi-modal
   __d. Circular
2. QC Circles use histograms to prioritize problems - to determine which problems occure most frequently.
   True_____ False_____
3. The shape of a histogram has little significance to a QC Circle who has collected the data.
   True_____ False_____
4. An important step in constructing a histogram is to adjust boundaries.
   True_____ False_____
5. QC Circles can use histograms to help them solve a problem.
   True_____ False_____
6. A distribution can be normal and still represent a problem to be solved.
   True_____ False_____
7. Histograms can be valuable to help QC Circles investigate and analyze problems.
   True_____ False_____
8. Give an example of how your group could use a histogram.

_____

_____

_____

_____

_____

GRAPHS QUIZ

1. Graphs help Quality Circles by
   a. Summarizing data
   b. Visually presenting information
   c. Confusing management
   d. Keeping people busy
2. Some common types of graphs are:
   a. Pie
   b. Pareto
   c. Recording
   d. Line
3. Graphs should be:
   a. Easy to read
   b. As complex and impressive as possible
   c. Designed with the audience in mind
4. Graphs can be used in which steps of the QC problem-solving process.
   __ Problem selection
   __ Gather data
   __ Analyze data
   __ Select solution
   __ Implement plan
   __ Confirm results
5. Color can be helpful in making graphs more interesting.
   True_____ False_____
6. Size is an important factor when designing graphs.
   True_____ False_____

PARETO QUIZ

1. Pareto diagrams are used at what steps in the QC problem solving approach.
   a. problem identification
   b. data collection
   c. analyze problem
   d. identify possible solutions
   e. implement solution
   f. confirmation of results
2. Pareto diagrams are always used with cum lines.
   True_____ False_____
3. Pareto diagrams are helpful when prioritizing problems by either cost or frequency of occurence.
   True_____ False_____
4. Pareto diagrams must be completed before checksheets can be developed.
   True_____ False_____
5. The other category must always be the smallest column on a Pareto diagram.
   True_____ False_____
6. Columns are arranged from right to left in descending order.
   True_____ False_____
7. The purpose of a Pareto diagram is_____
   _____
   _____
   _____
   _____
   _____

APPENDIX F

STAFF DEVELOPMENT PROJECT APPLICATION

FOR OFFICE USE ONLY:
Consultant Requested ____
Copy to: ____
Date: ____
Project Rec'd. ____

*Component No. 58120312

**Submission Date ____ (M/D/Y)

STAFF DEVELOPMENT PROJECT APPLICATION

Completion of all portions of this application is necessary. See your Staff Development Representative for directions for completing project application. Send all completed applications to Dr. Charles Swaggerty, Director of Inservice Education, County Office, via Courier. Please retain one copy of each application for your school's file.

1. TARGET GROUP Elementary Principal, Asst. Principal, Kg.-5th Team Leaders, and
Be specific: ie. A staff at a specific school or secondary science teachers.
Will this component be "OPEN" to other than the target group? If yes, how many? 11 Media Specialist, EH Resource Teacher, and one other 5th. teacher.

2. PRINCIPAL OR COUNTY-LEVEL SUPERVISOR ____

3. STAFF DEVELOPMENT REPRESENTATIVE Karen Schattner

4. TITLE OF PROJECT Quality Circle Techniques for Problem Solving

5. PERSON(S) DESIGNATED AS PROJECT COORDINATOR(S) Linda DeCandido

6. A. Explain how the need for this component was determined: i.e. in-school survey, Needs Assessment Survey, County or State Mandate, etc. Assessment was made by an attitudinal survey on how Administrators and Team Leaders, and Teachers feel on problem solving techniques. Administrators wish to train people to help them make major decisions dealing with the school organization.

(see attached copy of attitude survey distributed)

B. No. of participants 11. How was this number determined?
All administrators, all team leaders, and 3 volunteer teacher for the first training session.

7. Objectives of Project: (See District Master Plan Book)
Specific objectives and training will be in the area of ① Introduction to Quality Circles ② Record keeping ③ Brainstorming ④ Consensus ⑤ Cause/Effect Diagrams ⑥ Data Collection ⑦ Management Presentations ⑧ Actual Problem Solving on school related problems for Approximately 5 weeks after initial training sessions.

8. Description of Activities: Agendas on the first five weeks of specific training will be provided, along with the training manuals for each session.

(see all 5 weeks of agendas at the beginning of each weekly packet)

9. How will you evaluate participant's successful completion of component?
There is a Quiz for each participant on these objectives - brainstorming, Consensus, Cause/effect diagrams & data collections.

(see Quizes within the training packets)

10. Names(s) of suggested consultant(s): (University, school-based, county level, private sector, etc.)
Dr. Michael Kahn - - trained facilitator & leader
Candi Hoover - SLD Teacher - trained Leader

* See District Master Plan Book for Component Number.

** Project cost $100 or more, submit 45 days in advance of scheduled workshop
Project cost $100 or under, submit 15 days in advance of scheduled workshop

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11. Dates	Times	Location	Points	No. of Participants
Mar. 6, Mar. 13, Mar. 20, Apr. 3, Apr. 10, Apr. 17, Apr. 24, May 1 May 8, May 15	7:30-8:30	Woodlands Elem. SLD Portable	10	11

12. Special Instructions to Participants: (i.e. Bring pencils, paper, markers, etc.)
Individual folders will be provided for each person who participates, included with each packet will be a complete Quality Circle training manual and weekly agendas.

~~See attached a copy of each weekly training manual for each participant.~~

13. Is Pre-registration required? ___ Yes ✓ No If yes, list name, title, and telephone number of contact person. A memo was sent to team leaders, administrators for the information on time and location (see memo attached)

14. BUDGET ESTIMATE INFORMATION: (Estimate what you would need to carry out this project. All lines MUST be filled in, writing "NONE" for those items requiring no funds.)

a. Consultants — Dr. Michael Kahn - Free Speaker
Fee or Salary + Travel - Candi Hoover - Free Speaker
(none) (none) - $ None

b. Materials and Supplies
Specify: will be consumed by the school supplies at Woodlands - $ none

c. Substitute Teachers
Number x Rate
( ) (not needed, done before school hours.) $ none

d. Other - Specify
(none) - $ none

TOTAL $ none

15. SIGNATURES

Principal or Immediate Supervisor — March 6, 86 Date (M/D/Y)

Karen Schattner — March 6, 1986 Date (M/D/Y)
Staff Development Representative

Linda L. DeCandido — Mar. 6, 1986 Date (M/D/Y)
Project Coordinator

COUNCIL ACTION

OK
CSJ.

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APPENDIX G

TEAM WORKS - ACTIVITY REPORTS

Week #1

ACTIVITY REPORT

CIRCLE NAME Team Leaders DATE OF MEETING 03/06/86

CIRCLE LEADER Dr. Mike Kahn START TIME 7:40 END TIME

PEOPLE IN ATTENDANCE Dr. Dershimer, P. Ellingsworth, N. Parker, C. Siebert, S. Spurrazza, R. Ginn, M. Werner, L. Lewis, B. Vincent, B. House, L. DeCandido, D. Smith

SUMMARY OF ACTIVITIES:

Introduction to Q.C.

1. Leader, facilitator,
2. Circle procedures, brainstorming
3. group consensus
4. 5 step approach
5. Brainstorming steps
6. ★ Trial Brainstorming on a Circle Name

ACTION ITEMS:

45 minute limit on Q.C.
15 minute limit on Team Leaders information

Week #2

ACTIVITY REPORT

CIRCLE NAME Team Leaders DATE OF MEETING March 13, 1986

CIRCLE LEADER Candi Hoover START TIME 7:45 END TIME 8:30

PEOPLE IN ATTENDANCE S. Sperrazza, P. Ellingsworth, B. Vincent, B. House, N. Werner, L. Lewis, C. Seibert, E. Dershimer, N. Parker L. DeCandido, C. Hoover

SUMMARY OF ACTIVITIES:

1. Brainstorming review (charts)
   Brainstorming Quiz
2. Consensus review (charts)
   Consensus Quiz
3. Consensus tally taken on Quality Circle Name
   - Sunrise Special - 1
   - Team Works - 11
   - The Q.C.'s - 6
   - Brain Busters - 1
   - Quality Leaders - 7

ACTION ITEMS:

1. Decide on Name out of 5 choices

Week #3

ACTIVITY REPORT

CIRCLE NAME Team Works DATE OF MEETING March 20, 1986

CIRCLE LEADER L. DeCandido START TIME 7:45 END TIME 8:30

PEOPLE IN ATTENDANCE R. Ginn, M. Werner, L. Lewis, B. House, E. Dershimer, C. Seibert, S. Sperrazza, D. Smith, B. Vincent, P. Ellingsworth

SUMMARY OF ACTIVITIES:

Team Works
Quality Leaders
The Q.C.'s.

1. Consensus on team name
2. Wilderness Survival Activity
   a. individual
   b. group - consensus
3. Cause / Effect Diagram Techniques
   a. Brainstorm bad coffee

ACTION ITEMS:

none

Spring Break

Week #4

ACTIVITY REPORT

CIRCLE NAME Team Works DATE OF MEETING 04-03-86

CIRCLE LEADER DeCandido START TIME 7:30 END TIME 8:30

PEOPLE IN ATTENDANCE Dr. Dershimer, D. Smith, B. House, P. Ellingsworth, B. Vincient, C. Seibert, S. Sperrazza, M. Werner, L. Lewis, N. Parker,

SUMMARY OF ACTIVITIES:

1. Cause and Effect Quiz
2. Present: Checksheet Rules
   A. Checksheet Quiz
3. Present: Histograms
   A. Histogram Quiz
4. Present: Graphs
   A. Graph Quiz
5. Pareto Diagram
   A. Pareto Quiz
6. Brainstorm - Master List of Problems

ACTION ITEMS:

1. Incubation Time on school problems.
2. Place chart inside of Teachers Lounge, for more ideas on our school based problems.
3. Re-write ideas generated and place inside teachers boxes.

Week #4

ACTIVITY REPORT

CIRCLE NAME Team Works DATE OF MEETING 04-03-86

CIRCLE LEADER De Candido START TIME 7:30 END TIME 8:30

PEOPLE IN ATTENDANCE Dr. Dershimer, D. Smith, B. House, B. Vincent, P. Ellingsworth, C. Seibert, S. Sperrazza, M. Werner, L. Lewis, N. Parker

SUMMARY OF ACTIVITIES: Brainstormed Master List

1. Stressful things to do.
2. To many parents on campus that just come and knock on your door.
3. Number of papers from office daily.
4. Lunchroom (silent).
5. Amaunt of paperwork.
6. Administration paperwork.
7. Lack of number of administrators.
8. Communication mong teachers.
9. Frequent absences of administrators from campus.
10. Extra curriculum and "junk fairs".
11. Cluttered calendar.
12. Too many weeks - Literary Book Newspaper etc.

Newly added items from faculty/staff, from lounge

1. Lack of aides for special areas.
2. Morale.
3. Backstabbing
4. Lack of cooperation.
5. Hypocritical people
6. The "mens restroom not empty when I need it.
7. Poor communication of "special events" between special areas and regular education - changes in schedule.
8. Negative Attitudes.

Dear Team Works,

I will place a copy of our chart with problems on it in the teachers lounge, encourage your team members participate with their idea's of problems. Thanks,

Linda DeCandido

ACTIVITY REPORT

CIRCLE NAME Team Works DATE OF MEETING 04-03-86

CIRCLE LEADER De Candido START TIME 7:30 END TIME 8:30

PEOPLE IN ATTENDANCE Dr. D., D. Smith, S. Sperrazza, B. House, B. Vincent, M. Werner, L. Lewis, R. Ginn, N. Parker, C. Siebert, P. Ellingsworth

SUMMARY OF ACTIVITIES: Brainstormed School Problems

1. Stressful things to do
2. Too many parents on campus, that just come and Knock on door
3. Number of papers from the office, daily
4. Lunchroom (Silent)
5. Amount of paperworth
6. Cooperativeness on grade level and with individual teachers
7. Administrative paperwork
8. Lack of number of administrators
9. Communicaton among other teachers with Special Areas
10. Frequent absenses of administrators from campus
11. Extra curricular "junk fairs"
12. Cluttered calendars
13. Too Many Weeks example: Newspaper, Literary, Book etc.

A. Generate New Ideas To Bring to Quality Circle Meeting on April 10, 1986. Are we having Fun Yet? (Ha, Ha)

1.
2.
3.
4.
5.
6.

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ACTIVITY REPORT

CIRCLE NAME Team Works DATE OF MEETING 04-07-86

CIRCLE LEADER DeCandido START TIME 7:30 END TIME 8:30

PEOPLE IN ATTENDANCE Dr. D., D. Smith, B. Vincent, R. Ginn, M. Wemer, L. Lewis, P. Ellingsworth, C. Siebert, N. Parker

SUMMARY OF ACTIVITIES:

Team Works feels that you may want to know what we are doing with your ideas, and suggestions. So we will be sending out our activity report to you periodically to let you know about our progress. It will take us time to solve some problems, and then again some may be able to be worked out quickly.

Feedback on your suggestions:

(1.) Lack of aides for special area. - We agree that this would be helpful, but we have to look at the staffing formula to accomplish this. Our concerns are being heard at the Administration Budget - Annual Staffing Formulation Meeting.

(2.) Morale
(3.) Backstabbing
(4.) Lack of Cooperation
(5.) Hypocritical people
(8.) Negative Attitudes

We feel that all of these may be cleared up if we work on the Morale of the school. Team Works has this listed as an item to be considered.

(7.) Poor Communication of "special events" between special areas and regular education - Changes in schedule. - Team Works wants to look into this problem and find a solution.

(6.) The "men's" restroom not empty when I need it. - Team Work has made a recommendation that all bathrooms be designated

Week #5

ACTIVITY REPORT

CIRCLE NAME Team Works DATE OF MEETING 04-10-86

CIRCLE LEADER DeCandido START TIME 7:30 END TIME 8:30

PEOPLE IN ATTENDANCE P. Ellingsworth, N. Parker, B. Vincent, R. Ginn, E. Dershimer, D. Smith, C. Seibert, L. Lewis, M. Werner,

SUMMARY OF ACTIVITIES:

1. Management Presentation
2. Review of Quality Circle Steps
3. Continuation of Problems to Master List (see addition list)
4. Review the list from school wide additions
5. Decided to have Dr. D. and Mr. Smith remain inside the Q. Circle.

ACTION ITEMS:

1. Send memo to faculty on progress of our moves on their list of problems.
2. Decide on Quality Circle Leader for the remaining weeks.

Week*5

ACTIVITY REPORT

CIRCLE NAME Team Works DATE OF MEETING 04-10-86

CIRCLE LEADER De Candido START TIME 7:30 END TIME 8:30

PEOPLE IN ATTENDANCE P. Ellingsworth, N. Parker, B. Vincent, R. Ginn, E. Dershimer, D. Smith, C. Seibert, L. Lewis, M. Werner

SUMMARY OF ACTIVITIES:

Additions To Master Problem List of The School

1. Announcements AM/PM
2. Bulletin Boards - who's responsibility (ART Dept.)
3. Computer-usage students.
4. Computer Lab - Word processing.
5. Media Schedule - Lab Problem.
6. Separate Space for aides to work.
7. Inservice - School Level/County Level
   Comprehensive Plan - What's provided at School Level = school / individual
8. Stress Workshop - Idea?
9. Who takes care of what administrative jobs?

ACTION ITEMS:

Week #6

ACTIVITY REPORT

CIRCLE NAME Team Works DATE OF MEETING 04-17-86

CIRCLE LEADER DeCandido START TIME 7:30 END TIME 8:30

PEOPLE IN ATTENDANCE D. Smith, P. Ellingsworth, C. Seibert, N. Parker, L. Lewis, B. Vincent, S. Sperrazza, M. Werner, R. Ginn

SUMMARY OF ACTIVITIES:

1. Pick a "Team Works" Leader.
   a. Pass out voluntary leader passes to be completed by Team Work members.
   b. Vote on voluntary leader names

* The "Team Works" did not feel comfortable with voting in a new leader at this time. DeCandido will continue to lead "Team Works," for the next 5 weeks.

2. "Team Works" worked on piggy-backing problems together from the Master List. (#11, 12, 13, and #16, 17, 18)
3. "Team Works" would like to clear up some of the smaller problems before attacking a major one.

Problem Solving Solutions and Suggestions

Small Problems

ANNOUNCEMENTS - AM/PM - Suggestions (Doug)

1. Administrators become more involved with AM/PM announ.
2. Positive attitude memos about the school students etc. so that we all know about our achievements.
3. Start Sustained Silent Reading when children enter the classroom at 8:40 — 8:50. — Sign off faculty mail -
4. 8:50 - AM - announcements when all is quiet in our rooms, Am announcements should include information important to students and teachers.

Week #6

Continued

ACTIVITY REPORT

CIRCLE NAME Team Works DATE OF MEETING 04-17-86

CIRCLE LEADER De Candido START TIME 7:30 END TIME 8:30

PEOPLE IN ATTENDANCE D. Smith, P. Ellingsworth, C. Seibert, N. Parker, L. Lewis, B. Vincent, S. Sperrazza, M. Werner, R. Ginn

SUMMARY OF ACTIVITIES: Problem Solving Solutions and Suggestions

(5.) 3:10 PM - Announcements can be made for teachers information only, after student have left campus. Information that applies to us can be heard clearly when we are in our rooms.

(6.) AM- Announcements - Should include Sports Events for students so that they have proper communication about times/places, memos about this will not be put in daily packets with student work as in the past.

(7.) Number of papers from office daily - We want to cut down on numbers of papers going home. Suggestions

Bulletin Board - Location for Memos on Sports, so that children and parents can have access to this information.

Paw Prints - They are willing to print phone numbers, locations of events, if they are supplied with all of the information, before it goes into print.

AM Announcements - Should continue to include the sporting information on campus (ex. YMCA, soccer etc.) so the children will be informed.

Student Calendar - Print Names, phone numbers,

Week # 7

ACTIVITY REPORT

CIRCLE NAME Team Works DATE OF MEETING 04-24-86

CIRCLE LEADER DeCandido START TIME 7:30 END TIME 8:30

PEOPLE IN ATTENDANCE D.Smith, N.Parker, P.Ellingsworth, M.Werner, C.Seibert, S.Sperrazza, L.Lewis, B.Vincent, R.Ginn

Suggestions and Solutions

#9 communication among teachers and special areas (con't) like to suggest on her calendar that she type all information on the front in the small boxes, names of teachers that will be gone on specific days (ex. field trips) and exact time of the program so that Special areas can plan for students that will not be arriving. We feel this will help everyone as we try to communicate more clearly. ⑤ Suggestions for field trip dates and places for next year (if all ready planned) be given to the student calendar committee so that they can place information on the calendar before it goes to printer.

#10- frequent absences of administrators from campus - ① Team Works wishes to address administration on this subject discuss mandatory vs. unmandatory attendance and for a clarification on our feelings and needs as a school.

ACTION ITEMS:

① Susan - get information on Soccer, Baseball, Special events for students to calendar committee, Paw Prints etc.

② Barbara & Nan - work on forming new information sheet for the office, for special events, times, places, to help improve communication.

③ Positive Memo Notebook -

④ Suggestion Box - DeCandido will make a box, discuss location with Dr. D.

⑤ DeCandido - I would like time with Dr. D. to discuss what we have planned so far and to try to start implementing some of Team Works Solutions.

Week #7

ACTIVITY REPORT

CIRCLE NAME Team Works DATE OF MEETING 04-24-86

CIRCLE LEADER DeCandido START TIME 7:30 END TIME 8:30

PEOPLE IN ATTENDANCE D.Smith, N.Parker, P.Ellingsworth, M.Werner, C.Seibert, S.Sperrazza, L.Lewis, B.Vincent, R.Ginn

Suggestions and Solutions.

SUMMARY OF ACTIVITIES: Team Works wants to continue to tie up loose ends and work out some of the smaller problems through brainstorming. This week we added problems #24, 25, and 26 to the master list. (see additions)

New problems
- #24 Add a Suggestion box for problems and solutions.
- #25 Cultural Arts Presentations - Request an Administrator (exact times) Art & P.E. be present.
- #26 Art and P.E. - Cancelled classes, no show, changes in schedule,

old problems
- #7 administrative paperwork - Team Works can not solve.
- #8 lack of number of administrators - Team Works can not solve.
- #15 bulletin boards - who's responsibility? - (1) Lynn Lewis has agreeded to accept responsibilities (2) Team Work has requested that she be allowed to make some county visitations for Art Ideas! (3) We are all excited and look forward to the new changes in this direction and have also agreeded to give Lynn suggestions if she would like for art ideas, too.

old problems
- #14 Announcements AM/PM (1) notebook for Mary S. or Doug for the announcements to be placed up by the P.A. system, teachers will add positive ideas and memos about our school or specific achievements of students & teachers etc.

old
- #9 communications among teachers and special areas - (1) Notification to all, for Special events, field trips, programs, times during the AM announcements would help everyone know where and when events will take place. (2) Barbara and Nan will work on a small form to be filled out with morning responsibilities for information to the office on special events, times, places etc. (3) Suggestion of writing events in plan book from Mary's Memos may help us all plan ahead. (4) Mary's Memo we would

Worked on dates:

ACTIVITY REPORT

CIRCLE NAME Team Works DATE OF MEETING 04-17-86

CIRCLE LEADER DeCandido START TIME 7:30 END TIME 8:30

PEOPLE IN ATTENDANCE D.Smith, R.Ginn, N.Parker, C.Seibert, P.Ellingsworth, S.Sperrazza, L.Lewis, M.Werner, B.Vincent

Master List: School Problems

SUMMARY OF ACTIVITIES:

1. Stressful things to do.
2. Too many parents on campus.
3. Number of papers from office, daily. — 04/17/86 →
4. Lunchroom (silent)
5. Amount of paperwork.
6. Cooperativeness on grade level, and w/ individual teachers
7. ~~Administrative paperwork.~~ — 04/24/86 →
8. ~~Lack of number of administrators.~~ — 04/24/86 →
9. Communication among other teachers with special areas. — 04/24/86 →
10. Frequent absences of administrators from campus. — 04/24/86 →
11. Extra Curricular "junk fairs". — 04/17/86
12. Cluttered Calendar. — piggyback problem →
13. Too many weeks (book, literary, newspaper, et.) — piggyback problem
14. Announcements Am/Pm — 04/17/86 →
15. Bulletin Boards - (who's responsibility?) — 04/24/86 →
16. Computer usage - Students
17. Computer lab - word processing - (keyboarding) (3 wk., 5 days, ½ hr.) — 04/17/86 piggyback problem →
18. media Schedule - lab problem
19. Separate space for aides to work
20. Who takes care of what administrative job?
21. Stress Workshop - needs = individual vs. group
22. Inservice - Comprehensive Plan → school _____, individual _____
    County Level / School Level → Inservice Needs Assessment
23. Newspaper Coverage of Special Events - P.R.? Who does paperwork?
24. Add A Suggestion Box — 04/24/86 →
25. Cultural Arts Presentation - Administrator Present, Play Presentations, P.T.A. — 04/24/86 →
26. Art & P.E. classes cancelled, no show, Changes in schedule — 04/24/86 →

Week #8

ACTIVITY REPORT

CIRCLE NAME Team Works DATE OF MEETING 04-30-86.

CIRCLE LEADER DeCandido START TIME 7:30 END TIME 8:30

PEOPLE IN ATTENDANCE Dr. Dershimer, D. Smith, M. Werner, L. Lewis, R. Ginn, B. Vincent, N. Parker, S. Sperrazza, C. Seibert, P. Ellingsworth

SUMMARY OF ACTIVITIES:

Discussion of week #6, and week #7 suggestions and solutions to the problems listed on the Master List.

(Sort of a mini-management presentation)

ACTION ITEMS:

1. Dr. Dershimer will present new suggestions to the faculty meeting on May 7, 1986.

Week #9

ACTIVITY REPORT

CIRCLE NAME Team Works DATE OF MEETING 05-08-86

CIRCLE LEADER DeCandido START TIME 7:30 END TIME 8:30

PEOPLE IN ATTENDANCE Dr. Dershimer, D. Smith, P. Ellingsworth, N. Parker, R. Ginn, B. Vincent, M. Werner, S. Sperrazza

Computer Lab & Usage

SUMMARY OF ACTIVITIES: Brainstorming Session (Piggybacked Problems #16, 17, 18)

13. Open Lab Schedule?
14. Open Media Schedule?
15. Schedule 10 classes in Computer Lab per day?
16. Enrichment Skills? at Lab
17. Remedial Skills? at Lab
18. Buy Software Programs - 15 of each, costly?
19. Two Copies of popular software, one to checkout, one to stay on file at Media center!

Week #9

ACTIVITY REPORT

CIRCLE NAME Team Works DATE OF MEETING 05-08-86

CIRCLE LEADER DeCandido START TIME 7:30 END TIME 8:30

PEOPLE IN ATTENDANCE D. Dershimer, D. Smith, P. Ellingsworth, N. Parker, R. Ginn, B. Vincent, M. Werner, S. Sperrazza

Computer Lab & Usage = Problems

SUMMARY OF ACTIVITIES:

1. Need more computers
2. Need Space in Media Center for Computer Lab.
3. Need new electrical wiring for Computer Lab.
4. Scheduling of 10 classes or open lab time.
5. Teacher in Charge of Lab, instruction, or monitoring.
6. Who's responsibility is it to instruct classroom or media?
7. Philosophy? Primary? Intermediate?
   What is best for our children?
   What would you like your children to learn?
   Word Processing, Keyboarding for 3rd–5th.?

Week #10

ACTIVITY REPORT

CIRCLE NAME "Team Works" DATE OF MEETING 05-15-86

CIRCLE LEADER De Candido START TIME 7:30 END TIME 8:30

PEOPLE IN ATTENDANCE D. Smith, S. Sperrazza, P. Ellingsworth, B. Vincent, R. Ginn, N. Parker, B. House, M. Werner, L. Lewis

SUMMARY OF ACTIVITIES:

(1.) Additions to the Cause & Effect Diagram on Computer Lab. (problem # 16, 17, 18)

(2.) Primary Philosophy Kg. - Seibert
1st. - Sperrazza
2nd. - Parker
3rd. - House

(3.) Philosophy - Intermediate - 4th. Ellingsworth
5th. Werner

(4.) Philosophy - B. Vincent, aide needs, supervision, teaching needs

(5.) 4th. volunteer to teach 5th. grade classes while 5th. M. Werner teaches Computer lab.

Discussion of final Lab will be at Dersh's house on 5-19-86, when we work on master schedule for '86-'87 School year.

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APPENDIX H

SCHEDULE CHANGE FORM FOR SPECIAL AREA

Field Trip Checklist

FORMS TO COMPLETE

_____Release and Consent

_____ Field Trip Request

_____ Parental Information

_____ Transportation

See pages 11-14 in the Teacher Handbook for general information about field trips.

10 days prior to trip, notify the following:

_____ Lunchroom

_____ PAM and Media

_____ Dividends

_____ Speech, Guidance, EH, SLD, PREP

*Determine money needed
*Chaperones

Look over these 2 forms - make improvements - weird dusines at Team Works -

Notification of Schedule Change

To:

From: Teacher:
Grade:
Week of:

Due to a _____, I need to change our _____ schedule.

_____ _____ _____
Date Day Time

Options:

_____ Please reschedule if possible.
When?_____

_____ I can switch with _____ on my grade level.

_____ I'll see you next week.

##########

For your infor n:

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